Pearson BTEC

First teaching from September 2022

Pearson BTEC
Tech Award Level 1/2 in

Enterprise

Component 1: Exploring enterprises

L1/2

Pearson-set Assignment – sample

First teaching from September 2022

Issue 2

Pearson
BTEC Level 1/Level 2
Tech Award in Enterprise

Pearson-set Assignment – Sample

Component 1: Exploring Enterprises

First teaching September 2022

Issue 2

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Summary of Pearson BTEC Level 1/Level 2 Tech Award in Enterprise Pearson-set Assignment for Component 1: Exploring Enterprises Issue 2 changes

Summary of changes made between the previous issue and this current issue	Page number
The wording in the *Introduction* section under Formal supervision and in the *Instructions to learners* section has been amended to clarify that learners may have supervised access to the internet for sourcing audio/visual content and that this is optional and will not affect access to the full range of available marks.	Pages 1, 2 and 3
The wording under Resources needed for each Task has been amended to clarify that learners can access the internet for sourcing audio/visual content.	Pages 5, 6 and 8
The wording in the *Guidance for teachers* section under During the assignment has been amended to clarify that any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced. And that only permitted materials, such as learners' own course notes can be brought into the supervised assessment.	Page 11

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Introduction

The key purpose of this assessment is for learners to understand and apply knowledge of enterprises and entrepreneurs and to understand how market research and situational analyses are used by entrepreneurs to understand their competitors, customers and the impact on their success.

The assignment for this component consists of three tasks.

- In response to Task 1, learners will use the information provided on the sectors to select and research an appropriate enterprise and their associated entrepreneur(s), exploring how the activities of the enterprise and the skills and characteristics of the entrepreneur(s) help the enterprise to achieve their aims.
- In response to Task 2, learners will investigate the market research methods currently used by their chosen enterprise and explore the information this provides the enterprise on their customers and competitors, making recommendations for improvements to these methods.
- In response to Task 3, learners analyse PEST and SWOT factors to make supported judgements on the actions the enterprise could take and make supported judgements on opportunities and threats as a result.

This will develop research and comprehension skills, critical thinking and a wider understanding of the external factors that impact enterprises.

This assessment will be offered twice a year. The timing of the assessment is approximately 6 hours of monitored preparation. Centres can choose how to split up this monitored preparation, but it is advisable that most of this time is used for research purposes prior to each task and that it takes place before the 5 hours of supervised assessment.

The assessment evidence is produced under formal supervision to ensure that learners' work is authentic and that all learners have had the same assessment opportunity. The formal supervision by teachers takes place in a session/s timetabled by the centre.

Levels of control within this set assignment

The levels of control outlined below must be adhered to and enforced by teachers following the release of the assignment to learners.

Formal supervision: The estimated hours stated for completion of each task in this set assignment refer to formally supervised hours. During formally supervised sessions, learners must work independently, cannot work with or discuss their work with other learners unless group or collaborative work is required or permitted. Learners can access the internet for sourcing audio/visual content to use in their responses, which must be appropriately referenced. Inclusion of audio/video content in responses and use of the internet to source this content is optional and will not affect access to the full range of available marks. This must be monitored by the teacher. Work must be held securely in between supervised sessions and must not be taken in or out of sessions. Learners will be able to access the materials specified in the assessment.

During the formal supervision, learners are allowed to:

- have access to six sides of A4 of prepared notes (for the entire Pearson-set Assignment) to allow them to complete the tasks. These may be handwritten or typed. If Word processed, the font size must be 10 point minimum.

Learners can access the internet for sourcing audio/visual content, but **must not** have access to email, or any other resources aside from their permitted notes, unless stated as permitted below. Learners are not permitted to remove their notes from the teacher's possession during the formal supervision.

For Tasks 1, 2 and 3, learners are able to bring in notes which will include research to complete the tasks. Any research undertaken, or notes made, does not form part of the formal supervision period.

Monitored preparation: Preparation time is provided to allow learners to produce preparatory materials for use during formally supervised sessions. This can include research notes, preparation of graphs and tables, and references to research. Monitored preparation consists of two elements:

1. independent preparatory research on the selected enterprise and entrepreneur(s), the market research they undertake, and the external factors, opportunities and threats faced by the enterprise. This can include but is not limited to the internet for secondary research and access to appropriate entrepreneurs for primary research.
2. up to six hours of monitored note preparation with access to the internet. Learners may use a computer and the internet during this time.

Preparation can take place both within and outside of the classroom environment but must be monitored to ensure independent working and authenticity of any permitted materials produced. Any preparatory materials produced must be checked and authenticated as the learner's own work. This may be done through engaging in a meaningful dialogue with learners about the work, how it was produced and how they intend to use it towards the assessment. All learner notes must be checked prior to the formal supervision.

Preparatory materials cannot include finished written or practical evidence for assessment prepared in advance of formally supervised sessions. Learners' notes can include facts and figures, graphs and charts.

Learners' notes **must not** include:

- any attempt to interpret, analyse or evaluate the research findings
- any attempt to pre-prepare situational analyses or responses to tasks
- paragraphs or extended sentences.

Centres **must** make arrangements to:

- collect learners' notes at the end of the monitored preparation period
- check that the notes conform to the guidelines on allowable content
- make the notes available to learners at the start of the formal supervision. If notes are electronic, centres must upload the notes to each learner's machine/restricted secure area prior to the start of the formal supervision session.

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Instructions to learners

You should read the information given in the vocational context and each task section of this assignment carefully prior to starting work. Tasks often link to one another, so it is important to make sure you understand all tasks before starting the assignment.

The assignment will take approximately 6 hours of monitored preparation and 5 supervised hours to complete.

This is divided into approximately:

- 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 1
- 2 hours of monitored preparation and 1 hour of formal supervision to complete Task 2
- 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 3.

These timings are for guidance only, but should be used as an indication of how long to spend on each task. Your teacher will advise you when it is time to move from one task to the next.

You will have 6 hours of monitored preparation time prior to undertaking Tasks 1–3. Your teacher will tell you when you should complete the monitored preparation and when formal supervision for the tasks will begin.

Based on your preparation, you should produce notes to refer to when completing Tasks 1–3. Your notes may be up to six sides of A4 paper. They must be digital or hard copy and may be handwritten or typed. If word processed, the font size must be 10 point minimum.

Your notes should be in bullet or annotation form and **cannot** include:

- attempts to pre-prepare responses to the tasks
- a completed PEST analysis or SWOT analysis
- full paragraphs or extended sentences.

You must work independently and should not share your work with other learners. All work must be your own and you must sign a declaration of authenticity to confirm this. You must produce your own independent responses and evidence for the tasks.

Any sources of information, ideas, text, audio and/or visual assets created by others that you include in your work **must** be clearly identified and referenced, including the source of the material. Using the work of others as your own or without proper acknowledgement is considered plagiarism and can result in disqualification from the assessment.

You may ask your teacher for support if you have questions about the requirements of tasks, what evidence you need to produce and any resources you are allowed to access such as access to the internet to source audio/visual content. They cannot give you feedback about how to improve your work, or guide you to solutions to any questions or problems in the tasks.

Pearson-set Assignment

Qualification	Pearson BTEC Level 1/Level 2 Tech Award in Enterprise
Component number and title	**1**: Exploring Enterprises
Write your name here (Surname, Name)	
Completion time for assignment	Approximately 6 hours of monitored preparation and 5 hours of supervised assessment
Submission deadline	
Assessment series and year	Sample assignment

Vocational context	To be successful in setting up and running a for-profit enterprise you need to understand the different types and sizes of profit-making enterprises, their aims and how they achieve these aims. Understanding the market plays a key part in enterprises making a profit and so it is important that you also understand how enterprises can use market research to understand their competitors and meet their customers' needs. As the success of an enterprise depends on the decisions made by the entrepreneur, you also need to understand how internal and external factors in the business environment affect decision making. Success of an enterprise depends on whether an enterprise can meet its aims. You need to choose a **for-profit** enterprise that is based anywhere in the UK, from **one** of the following sectors: • fitness • beauty • entertainment • construction.

Task 1	**Task 1a: The impact of the activities carried out by the selected enterprise to its success** Choose and carry out research on **one for-profit** enterprise. The **selected enterprise** must be a **micro** enterprise and must come from **one** of the following sectors: • fitness • beauty • entertainment • construction.

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	Produce a response that explores the impact of the activities carried out by the selected enterprise in **helping it to support its aims**. Your response must include: • details of **at least three** specific and detailed activities carried out by the for-profit enterprise • how each of the specific activities help to support the enterprise's aims • supported judgements about the impact of each of the activities in helping the enterprise to support its aims. (12 marks) **Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success** Produce a response that explores the impact of the skills **and** characteristics of the entrepreneur(s) associated with the selected **for-profit** enterprise in Task 1a **in helping it to support its aims**. Your response must include: • details of **at least two** specific skills and **at least two** specific characteristics of the entrepreneur(s) associated with the selected enterprise • how each specific skill and characteristic help the entrepreneur(s) to support the aims of the selected enterprise • supported judgements about the impact of each of the skills **and** characteristics of the entrepreneur(s) in helping to support the aims of the enterprise. (12 marks)
Learning outcome covered	**A:** Understand how and why enterprises and entrepreneurs are successful
Checklist of evidence required	Produce **one** of the following: • a written report of approximately 2–4 pages of A4 which can include supporting images • an audio or video verbal report recording lasting approximately 2–4 minutes.
Resources needed	• Research notes. • Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 1.
Number of marks	24 marks

Task 2	**Task 2: Market research methods** Investigate the **primary and secondary** research methods used by the selected for-profit enterprise in Task 1 and the information this provides the enterprise on customer needs and competitor behaviour. Produce a response that explores the primary and secondary market research methods undertaken by the selected for-profit enterprise and recommends alternatives to the market research methods that could help the enterprise gain further information about their customer needs and competitor behaviour. Your response must include: • the benefits and drawbacks of **at least one** primary and **at least one** secondary market research method that the selected for-profit enterprise undertakes • the information that the primary and secondary market research methods provide about customer needs **and** competitor behaviour • supported recommendations for at least one alternative primary and at least one alternative secondary market research methods that could help the for-profit enterprise gain further information about their customer needs **and** competitor behaviour. (12 marks)
Learning outcome covered	**B:** Understand customer needs and competitor behaviour through market research
Checklist of evidence required	Produce **one** of the following: • a written report of approximately 2–4 pages of A4 which can include annotated screenshots • a podcast with annotated screenshots provided alongside.
Resources needed	• Research notes. • Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 1 hour to complete Task 2.
Number of marks	12 marks

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Task 3	**Task 3a: PEST analysis** Carry out research on the external political, economic, social and technological factors affecting the selected for-profit enterprise and the internal strengths and weaknesses of the selected enterprise. Produce a report that recommends actions the selected enterprise could take based on the research undertaken on the following external factors affecting the selected enterprise: • political • economic • social • technological. Your report must include: • a detailed and supported PEST analysis for the selected for-profit enterprise • supported recommendations about the actions the selected for-profit enterprise could take based on the results of the PEST analysis. (12 marks) **Task 3b: SWOT analysis** Produce a report that explores the strengths, weaknesses, opportunities and threats faced by the selected enterprise based on the research undertaken and your understanding of the selected enterprise from Tasks 1, 2 and 3a. Your report should consider the following factors affecting the selected enterprise: • strengths • weaknesses • opportunities • threats. Your report must include: • a detailed and supported analysis of the strengths and weaknesses for the selected enterprise • how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats • supported judgements on the potential impact of the opportunities and threats on the selected enterprise. (12 marks)
Learning outcome covered	C: Understand how the outcomes of situational analyses may affect enterprises

Checklist of evidence required	Produce the following: • a written report of approximately 2–4 pages of A4 which can include annotated screenshots.
Resources needed	• Research notes. • Appropriate software and access to the internet for sourcing audio/visual content during the formal supervision.
Supervised hours to complete the tasks	Learners would need approximately 2 hours to complete Task 3.
Number of marks	24 marks

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Guidance for teachers

(to be removed before assignment distribution to learners)

General guidance	This assignment has been designed to allow learners to meet the assessment requirements of the component by engaging in vocationally relevant tasks and activities. You must issue this assignment allowing sufficient time for learners to complete it. You should advise learners of the timetabled sessions during which they should complete monitored preparation and when they will undertake supervised assessment. You should direct learners to read the information given in the vocational context and each task section of this assignment carefully. Tasks often link to one another, so it is important to check that learners understand all tasks before they start the assignment.
Specific guidance	All monitored preparation time and formal supervision period must be completed independently by learners. Learners can interview entrepreneurs as a group, or entrepreneurs can provide learners with information about the activities, their skills/characteristics and the types of market research they undertake. This would form part of the monitored preparation session. However, learners must work independently to select the entrepreneur they wish to use as part of the assessment. The research that will be necessary to reference as part of the judgement of success of the enterprise, the recommendations for further research that the enterprise could undertake, and the external factors affecting the enterprise must be completed independently in the monitored preparation time. The assignment will take approximately 6 hours of monitored preparation and 5 supervised hours to complete. This is divided into approximately: • 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 1 • 2 hours of monitored preparation and 1 hour of formal supervision to complete Task 2 • 2 hours of monitored preparation and 2 hours of formal supervision to complete Task 3. These timings are for guidance only, but should be used to give learners an indication of how long to spend on each task and to schedule your assessment sessions. Tasks can be conducted and evidence can be produced across several sessions.

	Learners will have **6 hours** of monitored preparation time prior to undertaking **Tasks 1–3**. You should inform learners of when they should complete the monitored preparation and when formal supervision for the tasks will begin. Based on their preparation, learners may produce notes to refer to when completing **Tasks 1–3**. The notes may be up to six sides of A4 paper. They must be hard copy or electronic and may be handwritten or typed. If word processed, the font size must be 10 point minimum. Learner notes **must not** include: • any attempt to interpret, analyse or evaluate the research findings • any attempt to pre-prepare SWOT or PEST analyses • paragraphs or extended sentences. Notes must be checked to ensure length and contents meet these limitations. After the assessment is submitted, notes must be retained securely by the centre after and may be requested by Pearson if there is suspected malpractice. **Submission of evidence for moderation** Evidence submitted for moderation should include a clearly labelled digital folder per learner containing: • all work completed for the assignment • a completed declaration of authenticity. **Guidance on preparing evidence for submission** • Consideration should be given to the quality and clarity of images/scans, audio and/or video submitted as evidence. Images included should be of sufficient size to clearly show the quality/nature of the work being demonstrated. • Digital files should be saved in an accessible format that does not require specialist software to access.
Opportunity to contextualise this assignment	No contextualisation is allowed for this assignment. You must not change any aspect of the vocational context or tasks. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks. Altering any aspect of this assignment may constitute malpractice and will be subject to investigation by Pearson.
Before carrying out the assignment	Before this assignment is given to learners, they must undertake a learning programme covering the knowledge, understanding and skills outlined in the component content in the specification. They should be given sufficient time to develop their knowledge, understanding and skills in order to achieve their full potential.

During the assignment	For the duration of the assignment:
	• all work must be completed independently by the learner under appropriate monitoring and supervision to ensure authenticity
	• work must be produced in response to the assignment and no work completed during teaching can be used or adapted for this purpose
	• guidance or support can only be given to learners in order to clarify:
	  ○ the requirements of tasks
	  ○ the evidence they need to produce
	  ○ any resources they are allowed to access
	• learners cannot receive any guidance or instruction about how to improve work to meet mark bands or solutions to questions or problems in the tasks
	• learners must not be given any support or feedback in writing or editing notes
	• learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding
	• any permitted group or collaborative work must be clearly defined
	• any sources of information, ideas, text, audio and/or visual assets created by others that learners include in their work must be clearly identified and referenced
	• appropriate steps must be taken to prevent plagiarism and/or collusion through supervision and regular checks of work as it develops.
	Maintaining security during formal supervision
	Any work learners produce under supervision must be kept securely between sessions and during breaks.
	Designated assessment areas must only be accessible to the learner and to named members of staff.
	Learners can only have access to their work under supervision.
	Only permitted materials such as sourced audio/visual content, can be brought into the supervised assessment and no materials should be removed.
	Learners can have access to the internet for sourcing audio/visual content but not to other resources which might compromise the security of the assessment.

Approach to teaching and learning to support learners to *'get it right first time'*	In order to fully prepare learners, before the Set Assignment is distributed, they should: • attempt formative assessment tasks that model important elements of the activities to be carried out in this assignment • receive feedback on how they performed including what they did well and how they can further improve.

Other materials	This Set Assignment does not include any additional materials and it is expected that learners produce their own evidence. Learners must not be provided with writing frames, prepared formats, templates or any other forms of scaffolding.

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Assessor guidance

Your role as the assessor	As the assessor of this internal assessment, it is your role to: • ensure correct processes to maintain security and authenticity are followed for the duration of the assessment • make and record assessment decisions using the mark bands • provide feedback to learners about their achievement. When acting in dual roles as both teacher and an assessor, you should help learners to understand your responsibilities in each capacity so they are aware of the differences during learning and assessment.
Your assessment decision	You must assess learners' evidence for this Pearson-set Assignment using the marking grids for the relevant component provided in this document. Marking grids have four mark bands, each containing the descriptors specifying the level of knowledge, understanding and skills that learners are required to demonstrate to be awarded the marks associated with that band. The descriptors for each band are written to reflect the marks at the top of the mark band and the descriptors should be read and applied as a whole. A glossary of terms used in the marking grids is provided in *Appendix 1* of the specification. **Using a 'best fit approach' to marking the assignments** In applying the marking grid, assessors are required to: • first make a holistic judgement on which mark band most closely matches the learner's response for the evidence being assessed. Each mark band contains a number of 'bulleted traits' that in combination provides a descriptor of the expected performance of a learner in relation to the individual task within the assignment. Consideration should also be given to the descriptors in the mark bands above and below to ensure the correct mark band is selected. The learner's response does not have to meet all the characteristics of a mark band's descriptor before being placed in that mark band, as long as it meets more of the characteristics of that mark band than of any other. • after placing the learner's response within a mark band, the assessor should then make a more refined judgement as to whether the learner's response is towards the higher, or the lower end of the mark range for that mark band, and allocate a final mark accordingly within the marks available in that mark band.

	Further guidance on deciding a final mark The award of marks must be directly related to the descriptors in a mark band. Assessors should be prepared to use the full range of marks available. When deciding upon a final mark, assessors should take into account how well the learner's response meets the requirements of the descriptor in that mark band. • If the learner's response meets the requirements of the descriptor fully, assessors should be prepared to award full marks within the mark band. The top mark in the mark band is used for a learner's response that is as good as can realistically be expected in that mark band. • If the learner's response only barely meets the requirements of the descriptor (but is better than the previous descriptor), assessors should consider awarding marks at the bottom of the mark band. The bottom mark in the mark band is used for a learner's response that is the weakest that can be expected in that mark band. • The middle marks of the mark band are for a learner's response that is a reasonable match to the descriptor. This might represent a balance between some characteristics of the descriptor that are fully met and others that are only barely met. • Where there is no evidence worthy of credit, no marks (0 marks) must be awarded.

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Marking grid – Component 1

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: The impact of the activities carried out by the selected enterprise to its success **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **superficial** and **generic** information on a **limited number** of activities showing a **lack** of understanding of the selected enterprise • **simplistic** and **illogical** reasons to show how the activities help to support the aims of the selected enterprise.	**Adequate** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **some** activities are **partially detailed** and **partially specific** and show a **basic** understanding of the selected enterprise • **partially developed** and **partially logical** reasons to show how the activities help to support the aims of the selected enterprise.	**Good** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **most** activities are **mostly detailed** and **mostly specific** and show a **good** understanding of the selected enterprise • **mostly developed** and **mostly logical** reasons to show how the activities help to support the aims of the selected enterprise.	**Comprehensive** knowledge and understanding of the activities and the aims of the selected enterprise. Evidenced through: • **all** activities are **fully detailed** and **fully specific** and show a **deep** understanding of the selected enterprise • **fully developed** and **fully logical** reasons to show how the activities help to support the aims of the selected enterprise.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1a: The impact of the activities carried out by the selected enterprise to its success *(continued)* Learning outcome A: Understand how and why enterprises and entrepreneurs are successful				
No rewardable material	**Limited** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **unsupported** and make **irrelevant** links to how these help to support the aims of the selected enterprise.	**Adequate** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **partially supported** and make **partially relevant** links to how these help to support the aims of the selected enterprise.	**Good** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **mostly supported** and make **mostly relevant** links to how these help to support the aims of the selected enterprise.	**Comprehensive** judgements about the impact of the activities carried out by the selected enterprise in helping to support the aims. Evidenced through: • judgements on the impact of each activity are **fully supported** and make **fully relevant** links to how these help to support the aims of the selected enterprise.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success **Learning outcome A: Understand how and why enterprises and entrepreneurs are successful**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **superficial** and **generic** information on a **limited number** of skills and characteristics showing a **lack** of understanding of the specific entrepreneur(s) • **simplistic** and **illogical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Adequate** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **some** skills and characteristics are **partially detailed** and **partially specific** and show a **basic** understanding of the specific entrepreneur(s) • **partially developed** and **partially logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Good** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **most** skills and characteristics are **mostly detailed** and **mostly specific** and show a **good** understanding of the specific entrepreneur(s) • **mostly developed** and **mostly logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Comprehensive** knowledge and understanding of the skills and characteristics of the specific entrepreneur(s). Evidenced through: • **all** skills and characteristics are **fully detailed** and **fully specific** and show a **deep** understanding of the specific entrepreneur(s) • **fully developed** and **fully logical** reasons to show how each skill and characteristic help the specific entrepreneur(s) to support the aims of the selected enterprise.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 1b: The impact of the skills and characteristics of the entrepreneur associated with a selected enterprise to its success *(cont'd)* Learning outcome A: Understand how and why enterprises and entrepreneurs are successful				
No rewardable material	**Limited** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **unsupported** and make **irrelevant links** to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Adequate** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **partially supported** and make **partially relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Good** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **mostly supported** and make **mostly relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.	**Comprehensive** judgements about the impact of the skills and characteristics of the specific entrepreneur(s) in helping to support the aims of the selected enterprise. Evidenced through: • judgements on the impact of each skill and characteristic are **fully supported** and make **fully relevant** links to how these help the specific entrepreneur(s) to support the aims of the selected enterprise.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Market research methods **Learning outcome B: Understand customer needs and competitor behaviour through market research**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **superficial** and **generic** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **simplistic** and **generic** to the selected enterprise	**Adequate** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **partially detailed** and **partially specific** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **partially detailed** and **partially specific** to the selected enterprise	**Good** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **mostly detailed** and **mostly specific** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **mostly detailed** and **mostly specific** to the selected enterprise	**Comprehensive** knowledge and understanding of the primary and secondary market research methods. Evidenced through: • benefits and drawbacks of primary and secondary research methods are **fully detailed** and **fully specific** to the selected enterprise • information that the primary and secondary research methods provide about customer needs and competitor behaviour are **fully detailed** and **fully specific** to the selected enterprise

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 2: Market research methods *(continued)* **Learning outcome B: Understand customer needs and competitor behaviour through market research**				
No rewardable material	• recommendations for alternative primary and secondary methods are **inappropriate** and **unsupported** in how they will help to gain further information about their customer needs and competitor behaviour.	• recommendations for alternative primary and secondary methods are **partially appropriate** and **partially supported** in how they will help to gain further information about their customer needs and competitor behaviour.	• recommendations for alternative primary and secondary methods are **mostly appropriate** and **mostly supported** in how they will help to gain further information about their customer needs and competitor behaviour.	• recommendations for alternative primary and secondary methods are **fully appropriate** and **fully supported** in how they will help to gain further information about their customer needs and competitor behaviour.

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3a: PEST analysis **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **superficial** and **unsupported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **inappropriate** and **unsupported** by the PEST analysis.	**Adequate** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **partially detailed** and **partially supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **partially appropriate** and **partially supported** by the PEST analysis.	**Good** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **mostly detailed** and **mostly supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **mostly appropriate** and **mostly supported** by the PEST analysis.	**Comprehensive** application of knowledge and understanding of the PEST factors. Evidenced through: • analysis of PEST factors are **fully detailed** and **fully supported** in how these factors may affect the selected enterprise • recommendations for actions that the selected enterprise could take are **fully appropriate** and **fully supported** by the PEST analysis.

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: SWOT analysis **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
0 marks	**1 – 3 marks**	**4 – 6 marks**	**7 – 9 marks**	**10 – 12 marks**
No rewardable material	**Limited** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **simplistic** and **unsupported** in how these factors may affect the selected enterprise • **simplistic** and **illogical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Adequate** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **partially detailed** and **partially supported** in how these factors may affect the selected enterprise • **partially developed** and **partially logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Good** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **mostly detailed** and **mostly supported** in how these factors may affect the selected enterprise • **mostly developed** and **mostly logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats	**Comprehensive** judgements about the strengths, weaknesses, opportunities and threats faced by the selected enterprise. Evidenced through: • analysis of strengths and weaknesses are **fully detailed** and **fully supported** in how these factors may affect the selected enterprise • **fully developed** and **fully logical** reasons to show how each strength and weakness will allow the selected enterprise to take advantage of opportunities and minimise threats

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Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
Task 3b: SWOT analysis *(continued)* **Learning outcome C: Understand how the outcomes of situational analyses may affect enterprises**				
No rewardable material	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **unsupported** and make **irrelevant links** to how these may affect the selected enterprise.	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **partially supported** and make **partially relevant** links to how these may affect the selected enterprise.	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **mostly supported** and make **mostly relevant** links to how these may affect the selected enterprise.	• judgements on the potential impact of each of the strengths, weaknesses, opportunities and threats faced are **fully supported** and make **fully relevant** links to how these may affect the selected enterprise.

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